

Structured Learning Assistance Program

(Executive Summary - Fall 2004)

<u>SLA Program Data:</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Composite Data (W'94+)</u>
Number of Courses	26	39	42	538 Total
Number of Sections	67	63	85	N/A
Number of Students	1330	1476	2082	26,627 Total
SLA courses w/a control group and/or department average	17 (65%)	24 (62%)	20 (48%)	314 (58.36%)
SLA courses w/pass rates (C- or above) higher than the control group and/or department average	13 (76%)	13 (54%)	16 (80%)	273 (86.94%)
SLA courses w/pass rates (C- or above) 10% or more above the control group and/or department average	8 (47%)	8 (33%)	9 (45%)	166 (52.87%)
SLA Average Graded Pass Rate	90%	88%	90%	81.13%
SLA average pass rate comparison to the control group	+10%	+11%	+16%	+10.72%
SLA average pass rate comparison to the department average	+8%	+8%	+7%	+9.48%

Notes:

- SLA has served over 26,627 students from the first offering of one SLA course section (40 students) in Winter 1994. Of the total FSU population (11,803 students) for the semester, 11.3% of the students were enrolled in SLA course sections. We do not offer any SLA course sections at the 400 level, 11% of our offerings are at the 300 level, 27% are at the 200 level, 58% are at the 100 level, and 4% are below the 100 level. Over 62% of our offerings are used by students enrolled in 100 level (or lower) course sections.
- The following courses reported that **100% of the graded students in SLA sections passed** with a “C-“ or higher: ACCT201, ACCT202, DHYG111, DHYG218, MECH340, MRIS103, MRIS211, NUCM120 NURS105, and NURS226. This represents 38% of the SLA course offerings for the semester. Additionally, **94-99% of the graded students in SLA sections passed** with a “C-“ or higher in CHEM231, SOCY121, SONO101 and RFIM115. Over half (54%) of the courses with SLA sections had more than 94% of the students earning a C- or higher grade. Overall, 90% of the students in SLA course sections earned a C- or higher.
- Only 7% of the students enrolled in SLA course sections withdrew from their course and only 3.7% received an ‘F’ grade. Over half (54%) of the courses with SLA sections had no students fail. Nearly one quarter (23%) of the courses with SLA sections had no students withdraw.
- Courses with SLA sections showed pass rates as high as 30% above those from other sections of the same course taught by the same faculty (referred to as a “control group” in the chart above) without the assistance of SLA. Pass rates in SLA course sections also were higher than the departmental average by as much as 22%.
- In some SLA course sections the composite ACT score was as much as 4.2 points lower than the control group and 3.2 points lower than the department average. However, the SLA course section still reported a pass rate 13% higher than the control group and within 1% of the departmental average. One standard deviation on the ACT bell-curve is 4.8 points. So, even though the SLA group should have reported lower pass rates of approximately one letter grade according to ACT statistics, they actually reported equal or better pass rates than groups with much higher ACT scores.
- 90-91% of the students (76.5% reporting) believe SLA workshops helped them to understand the course material and prepare for tests. 97% of the students believe that SLA helped them understand the professor’s lectures better. 85% of the students said they were glad that their course had an SLA workshop and 88% (91% previous semester) said that they would recommend that others enroll in their course with an SLA workshop. 58% of the students were in their first SLA course section.
- 100% of facilitators (25 of 26 reporting) describe the working relationship with their SLA faculty member as being positive to very positive (79% very positive). 88% of the SLA facilitators report receiving positive to very positive administrative support from the coordinator (52% very positive). None report the administrative support to be negative.